

Caedmon Primary School – Behaviour Appendix

Statement of ethos and values

At Caedmon Primary School, we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

As well as the above, we ensure that we:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The core rights of all pupils at Caedmon are to learn and to be safe.

Values & Principles

1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;
4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability; and
8. We reward good behaviour rather than merely deterring poor behaviour.

Expectations

We set the following high expectations of pupil behaviour;

1. Pupils will treat all members of our school community with respect and kindness;
2. Pupils will adhere to school rules;
3. Pupils will adhere to playground rules when playing outside;
4. Pupils will adhere to the dining hall rules when in the hall;

5. Pupils will walk along corridors and respect that other classes will be working by walking around school silently;
6. Pupils will walk in the dinner hall, ensuring their chairs are stored safely and that they take their turn in the queue;
7. Pupils will enter the hall for assembly silently, in a calm manner;
8. Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time;
9. Pupils will appreciate that they are representing the school when taking part in excursions and residential, maintaining an exemplary standard of behaviour throughout;

School Rules

At Caedmon Primary School, we have three sets of rules; classroom, playground and dining hall rules.

| School Rules | Playground Rules | Dining Hall Rules |
|---|--|---|
| <p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I listen carefully when other people are speaking.</p> <p>I put my hand up when I want to speak.</p> <p>I work and talk quietly and let others concentrate on their work.</p> <p>I always do my best and try to finish my work on time.</p> <p>I help look after our school and other people's work and belongings.</p> <p>I walk in the corridors and the classroom.</p> | <p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I ask if I need to go to the toilet.</p> <p>I stay inside the safe area of the playground.</p> <p>I let others play their games without spoiling them.</p> <p>I help to keep the playground free from litter.</p> <p>I use the playground equipment safely.</p> <p>I ask a teacher to help if I am having an argument.</p> | <p>I stay in my seat and at the same table.</p> <p>I put my hand up if I need something.</p> <p>I only eat my own food.</p> <p>I use a quiet voice.</p> <p>I help keep the dining hall clean and tidy.</p> <p>I walk in the hall and corridors.</p> |

Children should be reminded of the School Rules at the start of each session (AM1, AM2, PM) and the Playground Rules before each break and dinner time (when lined up). The Dining Hall Rules are displayed in the hall and pupils will be reminded of these on a regular basis.

Language

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour.

We use the language of '**choice**' and stress that children must choose to either behave in an acceptable manner or accept the consequences (e.g. '*you can choose to complete this work now or choose to do it at break time.*') At all times, children are encouraged to '**fix**' their behaviour so that no further consequences need apply.

In EYFS, the phrase 'thinking time' is used instead of 'time out'.

When addressing behaviour with a pupil, staff must consider what they what the outcome to be and explain this to the child. For example:

Instead of '*don't run,*' the member of staff would say '*remember to walk slowly,*'.

Instead of '*don't shout,*' the member of staff would say '*remember your quiet voice,*' etc.

When a child is clearly angry, rather than using general terms like '*calm down*', staff would say '*unclench your fists,*' or '*take some deep breaths,*'.

When speaking to a child about something that has happened, staff should avoid asking '*why?*' but instead ask the child to tell them what has happened and ask how they felt at the time.

Body language is also key when speaking to a child. If possible, get down to the level of the child (e.g sit near to them), avoid standing over them and show them you are not a threat by unfolding arms and having palms open.

Rewards

Pupils are rewarded for good behaviour in the following ways:

- Pupils in EYFS need instant rewards and feedback, such as stickers, a stamp, a Hi-5 or verbal praise.
- Each week, two pupils from each class are chosen to win the Caedmon Badge. In order to be eligible for the class badge, a pupil must have behaved well (no more than a 5 minute consequence) over the course of the week, be in school each day on time and have completed their reading each night. One pupil from the whole school is chosen to win the Head Teacher's badge, for doing something special over the course of the week.
- Each week, the class teacher will choose a child who has displayed excellent behaviour. One child from each class is entered in to the 'behaviour' draw, which is drawn during celebration assembly every Friday. The winner receives a prize and each pupil is then given the school mascot to keep on their desk for the following week, as recognition for being well-behaved. This is replacing the old behaviour points system.

- Children can earn 'team points' for good work, manners, making the right choice, working well as a team etc. This is then added to the team totals which are announced during assembly each week.
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).
- Teachers may also use prizes or stickers, at their discretion, for 'star of the lesson' or 'star of the day'. There is no expectation for a staff member to do this.
- At the end of each half term, children who have received less than 15 minutes in consequences and haven't been removed from class over the course of the half term are invited to a Behaviour Party (KS1) or Behaviour Activity (KS2). Children with exemplary behaviour throughout the school year are invited to participate in an end of year behaviour reward.
- Teachers complete one 'Well Done' postcard each week, which is sent home to celebrate a child doing something well but not necessarily meeting the criteria to win a badge.

Classroom Strategies

The following is a list of strategies a member of staff may use when dealing with a child's behaviour:

- Building relationships – every opportunity should be taken to build strong relationships with pupils, from greeting them in the morning to finding out about their families, hobbies and interest
- 'the look' – the adult looks at the pupil to remind them they are watching their behaviour closely
- Stand in close proximity to the child – the adult may move around the classroom and stand close to a child who is not making the right behaviour choice
- Have a quiet word with the child – the adult may speak to the child on a 1:1 basis to encourage a child or remind of the expectations of their behaviour
- Reward the behaviour of others – the adult may praise another child, to highlight the expectation (e.g, 'well done, I like that you have put your hand up to answer the question'.)

Consequences

Consequences should be reasonable and proportionate and time **must** be made for the member of staff giving the consequence and the pupil to have a discussion (restorative conversation) following the incident.

Every member of staff expects **all pupils** to follow the rules. Any child who breaks a school rule will receive the consequence listed below. **Time cannot be earned back.**

EYFS Behaviour Management

The children are taught the school rules towards the end of the Nursery year.

All children in EYFS will be taught a range of calming strategies – the children will be supported to apply these strategies when behaviour has escalated. If there is an issue with a child's behaviour, a member of staff will work alongside them to follow the RULER process (Recognise, Understand, Label, Express, Regulation). Calming strategies will then be used and the child will return to their activity when they are ready to do so – they will be overseen by a member of staff following this. Children may be given a short period of thinking time to reset their behaviour.

In EYFS, parents/carers may be contacted to support staff with behaviour. Hours can be altered to support a child to settle in (e.g. if a child is finding it difficult to settle initially, they may attend nursery for a shorter period of time which would be increased until they are accessing their full entitlement).

The classroom teacher will make phone calls home if required.

The Headteacher will make a decision regarding suspension for any incidents of serious behaviour (e.g physical assault against staff).

KS1 and 2 Consequences

If a child breaks a school rule, the following consequences will be applied:

| | |
|--|---|
| 1 | Warning – “Think about which school rule you are breaking. Please make the right choice.” |
| If the pupil stops breaking the school rules, no consequence will be applied. | |

| If the pupil continues to break school rule, the following steps will be followed until behaviour improves. | | | |
|---|---|--|--|
| | In school | At playtime | In the dinner hall |
| 2 | 5 minutes missed playtime, including a discussion with the member of staff on duty about their behaviour. | During outside times, if the children break a school rule they will complete their consequence alongside a member of staff or sat on a bench. If the incident is more serious (e.g if a pupil has broken the hands and feet rule), the pupil will be sent to a member of the Leadership Team who is on duty. | Child may be moved to another table or to a different point in the line. |
| 3 | 15 minutes missed playtime, including a discussion with the member of staff on duty about their behaviour. | | If the incident is more serious (e.g if a pupil has broken the hands and feet rule), the pupil will be sent to a member of the Leadership Team who is on duty. |
| 4 | Removal (working in another classroom for the remainder of the morning/afternoon). Conversation with parents (preferably face to face, but a phone call home if this is not possible), incident logged on CPOMS. The child will start a two | | |

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|---|----------------------------------|--|--|
| | week behaviour monitoring chart. | | |
| A child breaks the rule 'I keep my hands and feet to myself' at playtime or dinner time. | | <p>KS1 - The child will miss 1 day of playtime and dinner time and must write a letter of apology to the child that they have hurt. The child will start a two week behaviour monitoring chart.</p> <p>KS2 - The child will miss 2 days of playtime and dinner time and must write a letter of apology to the child that they have hurt. The child will start a two week behaviour monitoring chart.</p> | |

There are other consequences that are **additional** to those listed above. These are:

| Warning | 5 minutes | Removal from class |
|--|--|--|
| <p>Given for breaking a school rule:</p> <p>Not speaking politely or kindly to others</p> <p>Not listening carefully when other people are speaking</p> <p>Not putting their up when they want to speak</p> <p>Not working or talking quietly</p> <p>Not letting others concentrate on their work</p> <p>Not trying to do their best</p> <p>Swinging on a chair</p> | <p>Given after a warning for repeated behaviour or immediately for one of the following:</p> <p>Running in the corridor</p> <p>Name calling</p> <p>Swinging on a chair <i>with purpose</i></p> <p>Talking in a teacher-led line (e.g when coming into or going out of school)</p> | <p>Children will be removed from class for the remainder of the morning or afternoon session for:</p> <p>Spitting on the floor</p> <p>Lying to a member of staff</p> <p>The threat of violence</p> <p>Children will be removed from class for a full day for:</p> <p>Swearing</p> <p>A violent act</p> <p>Use of racist, homophobic or offensive language</p> <p>Refusing or disrespecting a member of staff</p> |

There are some other examples of behaviour that are contextual and rely on staff judgement:

- **Destroying property** (e.g a child would be given a warning if they stabbed a rubber with a pencil but would be removed from class if they deliberately ripped a book or broke a

piece of furniture. If a child smashed a window or kicked and broke a door, for example, then a more serious consequence would be put in place).

- **Leaving the classroom without asking** – at a time of crisis, a child may need to remove themselves from the situation. At this time, they would be supported to return to the classroom (having to pay back any lost time). If a child asked to go and collect their waterbottle from another room, for example, and the teacher said no, a five minute consequence would be given if the child ignored this answer and went anyway.
- **Walking away from a member of staff when being spoken to** – a child may enter 'fight or flight' mode and walk away from a situation. It may be necessary to give a child time to reflect. However, if a member of staff asked a child to stop what they were doing and come over to speak to them, and the child walked off, then a consequence would be given (usually 5 minutes missed break or dinner time).

In these instances, staff should seek advice from the DHT and a joint decision will be made.

If it is deemed necessary to remove a child, they will work in another classroom in school away from their peers, with in a designated classroom.

| Registration Class | Designated Classroom |
|---------------------------|-----------------------------|
| Nursery | Reception |
| Reception | Nursery |
| Y1 and Y2 | Year 4 |
| Y3 and Y4 | Year 6 |
| Y5 and Y6 | Y1 CR or Y5 SN |

In EYFS or Y1 (depending on the development of the child), a child's removal consequence may be shortened following discussion with the DHT.

If a child is removed from class or breaks the 'hands and feet' rule at break time or dinner time, they will begin a two week behaviour monitoring period. DHT will meet with the child on a regular basis over the two week monitoring period, to discuss their behaviour.

All removal consequences should be completed on the day of the incident, so the child has a 'clean slate' the following day. There are some exceptions to this rule, such as if the incident happened on a Friday afternoon, there had been several previous incidents or if the severity of the incident warranted a longer consequence. This will be determined by the DHT or HT.

After school detention may also be used if there has been a serious incident or a series of concerning behaviour. This **must** be agreed with the child's parent or carer in advance.

Any examples of extreme behaviour should be reported in the same way as a safeguarding concern – the Deputy Headteacher or Headteacher should be informed immediately, then all details should be logged on CPOMS.

Children are taught that any lost learning time will have to be paid back. E.g if a child leaves the teaching area without asking, they will be told that they will have to complete any work that they have missed and pay the time back that they are out of class. This time will be paid back at the next opportunity, such as break or dinner time.

If a child is working in remove, they **MUST** be accompanied to the remove classroom by a member of staff to ensure they arrive at the classroom. All classrooms **must** have work packs prepared and ready in the event of a child going to remove. This should include appropriately challenging work that the child can complete independently, as well as resources needed (e.g pencil and ruler).

In KS1 and KS2, parents/carers may be contacted to support staff with behaviour.

The Headteacher will make a decision regarding suspension for any incidents of serious behaviour (e.g physical assault against staff).

As our school is part of a multi-academy trust, we may also use other schools in the trust to support with behaviour consequences e.g a pupil completing a remove consequence in one of the other schools. This would be done following discussion with parents/carers if we felt that other consequences or support had not been effective.

The 'Behaviour Guidance' and 'Routines and Expectations' documents provide further guidance for class teachers.

Record Keeping

Any instances of undesirable behaviour (5 minutes, 15 minutes or removal) should be recorded on the class behaviour chart (in Staff Shared). The DHT will regularly monitor the charts and speak to any children who have an increasing number of logs on the class behaviour chart and monitor this informally. Removal from class or 'hands and feet' at playtime should also be logged on CPOMS. Consequences given throughout the day should be recorded on the teacher's desk (not visible to the children) and added to the class chart by the end of the day.

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child and the child's parents should be made aware of all concerns and their child's needs. A plan of support (Individual Behaviour Plan) is then made between the DHT, parents, the class teacher and the child.

School will record any incidents or concerns, the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents on CPOMS.

If an Individual Behaviour Plan (IBP) is deemed necessary (see flow chart on following page), this will be written in collaboration with the pupil and his/her parents and signed by the class teacher, parent and pupil. All staff members who work with the child will be directed to read the document to ensure consistency in approach.

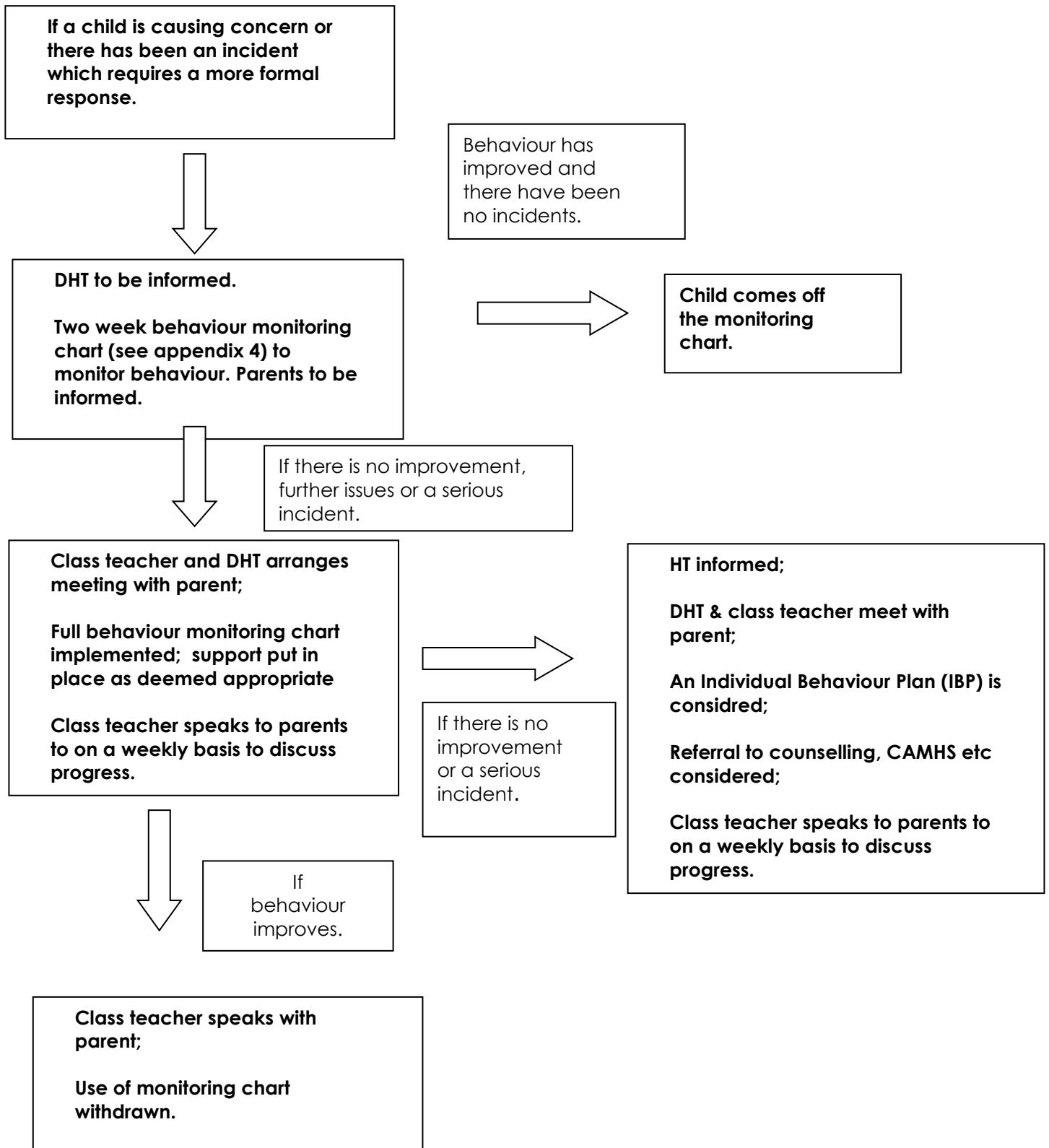
If a child walks out of class/walks off, they must be supervised by an adult – either a teaching assistant if one is available or SLT (via radio). The person supervising the child who has walked out needs to then continue to follow them whilst alerting SLT. If you think that a child is not accounted for at any point, please contact SLT immediately via our walkie talkies.

All classrooms have walkie-talkies. These should remain switched off unless being used. Remember to use child's initials and year group when using the walkie talkies (for confidentiality).

Staff Wellbeing

If a member of staff has had to deal with a child in crisis, they may need some time afterwards to reflect. The member of staff should then have a discussion with the HT, DHT or Team Leader to ensure they are ready to return to work. If there has been a physical assault on a member of staff, they should complete an assault log (available from the office), which should then be followed up by HT, DHT or Team Leader.

Intervention Procedures for Pupils with Persistent Behaviour Concerns



Intervention Procedures for Pupils with Persistent Behaviour Concerns within the EYFS.

